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AUTHOR Petry, John R.; And Others
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ABSTRACT

The primary objective of Project About Face, a program of Youth Services, Inc., is to reduce the rate of recidivism among juvenile offenders assigned to the program by the Juvenile Court of Memphis/Shelby County, Tennessee. Another purpose is to establish a profile of the type of offender who would be most likely to benefit from the academic, physical training, and counseling components of the project. As of the date of this report, 135 juveniles in cohort groups of 15 youths have been admitted to the program because they were convicted of offenses related to the manufacturing, distributing, and selling of cocaine. This study examined only Groups 2-6, which together totalled 75 subjects, since these were the first groups for which pretest and posttest data were collected. Assessments were conducted to determine severity of risk for substance abuse, hedonistic risk-taking orientation, perceived purpose in life, moral reasoning, grade level, and physical fitness. Data analysis revealed the typical participant to be a 16-year-old black youth, whose educational level was the 9th grade, who was enrolled in school, was from a single parent family, had siblings, had an average of 3.7 arrests before being arrested and assigned to Project About Face, and who was not using cocaine at the time of arrest. It was found that: involvement in the academic program produced significant changes in three of the six groups; all groups improved in one or more of the exercises in the physical training component; and some gains, for example, in Principled Thinking, resulted from the counseling component. However, these gains were limited to only two groups. The rate of recidivism for this population (32%) is about the same as the rate for groups not in a program of this nature. A reordering of priorities is recommended such that staff would spend less time on the easier physical training area and more on academics and on a counseling component that would cut back on the number of areas covered but would focus more deeply on those that remained. Group schedules, instruments used in data collection, and a sample data log are appended. (LLL)

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PROJECT ABOUT FACE: THE EFFECT OF AN EDUCATIONAL PROGRAM ON RECIDIVISM

John R. Petry
Harry L. Bowman
Cordelia Douzenis
Robert A. Bolding
Gordon E. Kenney

Bureau of Educational Research Services
Memphis State University

BEST COPY AVAILABLE

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Introduction

The primary objective of Project About Face, a program of Youth Services, Inc., is to reduce the rate of recidivism among juvenile offenders assigned to the program by the Juvenile Court of Memphis/Shelby County, Tennessee. Another purpose is to establish a profile of the type of offender who would be most likely to benefit from the academic, physical training, and counseling components of the project.

As of this date, 135 juveniles in cohort groups of 15 youths have been admitted to the program on the basis of their being convicted of offenses related to the manufacturing, distributing, and selling of cocaine. However, this paper presents an analysis of data for only Groups 2-6 (n=75) inasmuch as these are the first groups for which pretest and initial posttest data have been collected. No comparisons of the groups are included. Subsequent reports will deal with data from groups now in the program and from groups that will enter the program. The group schedule for entry and completion (Appendix A) shows that 150 persons will have participated in the initial phase of the project; others will be added as funding permits.

Data Collection

Data were gathered from two major sources: (1) information supplied by Juvenile Court and (2) instruments administered by personnel from Correctional Counseling, Incorporated and by staff of Project About Face.

Data for Group 1 were not included in this report because the procedures were not fully implemented for collecting data. Program design was being completed, and its implementation was not fully realized. The development of the testing plan and the academic program received major attention during the initial period of project operation. Feedback for refining the approaches to

teaching and training was essential in establishing more appropriate and meaningful protocols for subsequent groups. In fact, changes were quickly identified and accomplished so that the pilot phase of the project was over by the beginning of the second cohort's initial day in the residential component. Refinement of procedures and instructional strategies has been a continuous feature of the project, verified by verbal communication to the Memphis State University evaluators and on-site observation by the evaluators of group activities and records at random times.

Juvenile Court Data Sources

Several sources of information were available at the Juvenile Court for each person selected for the program. These data sources were the following: (1) Social Data Report - demographic data; (2) Complaint and Disposition Sheet - history of program participants, their siblings, and their parents; (3) Visit and Contact Sheet - results of conferences with counselors, including the circumstances of the complaints; (4) Psychological Screen - narrative report on each student; (5) Court's School Record (JC-160) - record of the school achievement of each student; (6) Youth Profile - record of scores on tests; and (7) Urine Screen - a record of either the absence or presence of drugs. Data from selected sources were compiled for presentation in this report, and from these data a profile of each group was made.

Instruments/Assessment Procedures

Instruments used by personnel from Correctional Counseling, Incorporated, in counseling activities included the following (see Appendix B):

1. The MacAndrew Test measures the severity of at-risk for substance abuse. The test score range is 0 - 52 with a cutoff score for at-risk of 27 - 30,

depending on the type of program. The range is typically 22 - 39 with a mean 31.03 and a standard deviation of 3.94.

2. The Short Sensation Seeking Scale measures hedonistic risk-taking, orientation. The scores range from 0 - 10, and the test correlates with measures of antisocial personality. The scale has a mean of 5.12 and a standard deviation of 1.82.

3. The Life Purpose Questionnaire is used to estimate a participant's perceived purpose in life. The test yields scores from 0-20, with higher scores showing a greater perceived purpose in life. Typical inmate life purpose scale scores on pretests indicate a mean of 10.8 with a standard deviation of 4.3.

4. The Defining Issues Test measures levels of moral, reasoning. It yields percentile scores indicating an individual's reasoning at different moral stages based on Kohlberg's six stages of moral reasoning: Stage 2 - Backscratching Stage, Stage 3 - Approval Seeking, Stage 4 - Law and Order, Stage 5 - Social Contract, and Stage 6 - Universal/Ethical/Principle; and on A - Authoritarian Scale, M - Validity Scale, and P - Principled Thinking (Stages 5 + 6).

The Stanford Achievement Test was administered by the staff of Project About Face. The test was used to determine the grade level at which each individual was performing in the areas of vocabulary, comprehension, mathematics, spelling, and English. A physical training assessment was conducted by project personnel to measure time for a 1 1/2 mile run, number of sit-ups, and number of pull-ups.

All test data were collected for each group at the beginning of the residential phase of the project (pretest) and at the end of the residential phase (posttest 1). The second posttest administration will occur at the end of the

aftercare phase. Data were recorded on a form used as a permanent record for each participant (see Appendix C), including space for name, file number, cohort group, designations for tests (pretest, posttest 1, and posttest 2), education scores, physical training, counseling, and behavior adjustment. This report includes all data available on the participants in Groups 2-6 for only the pretest and posttest 1. Data derived from aftercare, which lasts for six months following posttest 1, are not included in this study. No attempt has been made to analyze the training or teaching procedures or content thereof.

Analysis of Data

Profile data were compiled from the information sources available at the Juvenile Court and are presented in narrative form. Tabular data presentations represent the results from analyses of scores on the pretest, posttest 1, and gain/change scores on the instruments administered in the academic and counseling aspects of the project as well as the physical training assessment. In the tables, the number of subjects for each variable represents the number of participants for whom scores were available on both the pretest and posttest 1 administrations. The mean gain score reflects the change from the pretest to the posttest for each cohort group.

Profile Data

Profile data were obtained from the Juvenile Court sources for participants in Groups 2 through 6. For the 15 subjects in Group 2, most (n=14) were black; the average age was almost 16 years (range, 15-17); the average educational level was the 9th grade (range, 7-10); most students (n=11) were enrolled in school; most (n=12) were from single parent families; most (n=11) had siblings; most (n=13) had at least one offense prior to the arrest for selling cocaine (range 2-8), of which

five had a previous arrest for cocaine selling; and no one tested positive on a urinalysis for cocaine, but two tested positive for cannabinoid. Six participants were terminated from Group 2 for offenses that included elopement, indecent exposure, traffic violation, sale of a controlled substance, vehicle theft, and aggravated rape.

All of the 15 members of Group 3 were black; the average age was almost 16 years (range 15-17); the average educational level was the 9th grade; most students (n=11) were enrolled in school; most (n=10) were from single parent families; at least half (n=6) did not have siblings (three records were incomplete on this item); most (n=14) had at least one offense prior to the arrest for selling cocaine (range 2-7) of which one had a previous arrest for selling cocaine; and no one tested positive on a urinalysis for cocaine, but seven tested positive for cannabinoid. Four participants were terminated from the the aftercare program because of various rearrest charges, including criminal trespass, vehicle theft, simple assault, and non-compliance with aftercare rules.

Group 4 was composed entirely of black males. The average age was approximately 16 years (range, 14-17). The average educational level was 9th grade (range, 7-12) and, where available (n=9), all participants were enrolled in school. Most (n=14) were from single parent households, and, where data were available (n=10), all had siblings (range, 1-9). All participants had prior arrests, averaging 3.2 (range, 1-7). One participant tested positive on a urinalysis for cocaine, three for marijuana, and one for both. Six participants were terminated because they committed offenses such as sale of a controlled substance, aggravated assault, disorderly conduct, and curfew violation.

The 15 participants in Group 5 were all black males. They averaged 16 years of age (range, 15-17). Average educational level was 9th grade (range, 7-11), and all were enrolled in school. The majority (n=14) lived in single parent

families. Of the data available (n=10), all had siblings (range, 1-8). All had previous arrests, averaging 4.7 (range, 2-8). One participant tested positive for cocaine use, one for marijuana, and one for both. Seven participants engaged in activities including sale of a controlled substance, disorderly conduct, curfew violation, vehicle theft, non-compliance with aftercare rules, and murder.

All participants in Group 6 were black males. The average age was 16 years (range, 14-17). The average educational level was 9th grade (range, 7-11), with slightly more than one-half (n=8) of the 15 participants enrolled in school. Most (N=13) lived in single parent households. From the available data, all had siblings (range 1-5). All participants had prior arrests, averaging 5.3 (range, 2-13). Five participants tested positive for drug use: two for cocaine, two for marijuana, and one for both. One participant was charged with selling a controlled substance and weapon possession and was terminated.

Test Data

Test results are presented in the following 15 tables, three each for Group 2 (Tables 1-3), Group 3 (Tables 4-6), Group 4 (Tables 7-9), Group 5 (Tables 10-12), and Group 6 (Tables 13-15). They contain means for pretest, posttest 1, and gain scores on the instruments and physical training assessment administered on a pretest-posttest basis. Another posttest will be administered following the completion of the aftercare component.

Table 1 reveals that there were significant grade equivalent gains on two variables, comprehension and mathematics. The increased ability to understand the meaning of narrative material might have aided in better understanding of mathematical problems, thereby increasing the number of problems answered correctly. The largest gain occurred on the spelling test but was not significant because of greater variability among the scores.

Table 2 indicates that there are significant changes on all variables related to physical training: the 1 1/2 mile run, sit-ups, and pull-ups. The group's physical training efforts produced lowered time for the distance run and an increased number of sit-ups and pull-ups. Physical endurance is a strong component of the program and may be more easily measured than other variables.

Table 1

Mean Scores on Educational Variables from the Stanford Achievement Test for Group 2

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Vocabulary	12	4.0750	4.4500	.3750	1.055
Comprehension	12	4.4917	5.3838	.8917*	1.033
Mathematics	11	5.7727	6.8278	1.0545*	.465
Spelling	12	5.9250	7.5000	1.5750	2.508
English	11	4.3636	5.0273	.6636	1.549

*Significant at the .05 level

Table 2

Mean Scores on Physical Training for Group 2

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
1 1/2 Mile Run	8	14:26	11:51	-2:35*	1:28
Sit-ups	12	43.9167	61.1167	17.2500*	13.343
Pull-ups	11	4.1818	8.8182	4.6364*	3.009

*Significant at the .05 level

There are no statistically significant changes reported in Table 3. Score reductions did appear for the Short Sensation Test and for Stage 3 - Approval

Seeking of the Defining Issues Test. An increase occurred in Stage 4 - Law and Order of the same test. Also, there was an increase in the validity of answers to questions on the instrument (M). Implications are that perhaps more emphasis needs to be put on this aspect of the program if significant changes are desired by project personnel.

Table 3

Mean Scores on Counseling Instruments for Group 2

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Life Purpose Questionnaire	13	11.5385	11.5385	.0000	3.109
Short Sensation Test	13	4.3846	4.0769	-.3077	1.316
MacAndrew Test	12	28.0000	28.4167	.4167	4.621
Defining Issues Test					
Stage 2	13	8.3000	10.2077	1.9077	6.414
Stage 3	13	25.4846	23.8231	-1.6615	11.477
Stage 4	13	30.3462	34.2000	3.8598	15.701
Stage 5	13	16.3769	15.4385	-.9385	7.554
Stage 6	13	5.2308	4.7308	-.5000	8.900
A	13	6.7615	5.6923	-1.0692	5.625
M	13	6.1231	4.8462	-1.2769	5.783
P	13	21.6077	20.2000	-1.4077	14.463

Table 4 shows that there are three variables from the Stanford Achievement Test with significant increases for Group 3, namely, vocabulary, comprehension, and mathematics. These results may indicate that as one increases vocabulary, comprehension also increases through increased understanding of the meanings

of words that aid in comprehending ideas expressed in narrative text. Conceivably, this improvement may relate to higher achievement in mathematics.

Table 4

Mean Scores on Educational Variables from the Stanford Achievement Test for Group 3

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Vocabulary	14	5.549	6.5357	.9929*	1.536
Comprehension	13	4.8154	6.8615	2.0462*	1.392
Mathematics	14	6.4643	7.4214	.9571*	1.245
Spelling	10	5.3400	5.8300	.4900	1.795
English	12	5.3833	6.1000	.7167	1.771

*Significant at the .05 level

Table 5 indicates that there were significant changes on two physical training tasks, namely, the 1 1/2 mile run and pull-ups. The negative mean gain score for the distance run is a positive reduction, implying a strengthening of endurance through the physical training program. The increase in pull-ups is also indicative of the positive effect of the physical training.

Table 5

Mean Scores on Physical Training for Group 3

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
1 1/2 Mile Run	13	14:32	11:12	-3:20*	2:57
Sit-ups	14	51.3571	54.7143	3.3571	8.289
Pull-ups	13	9.3846	12.2308	2.8462*	3.051

*Significant at the .05 level

Table 6 shows one variable to be significant among those related to counseling the members of Group 3. The increase in the mean on the MacAndrew Test may imply that the program might not have been as effective as desired in reducing the at-risk nature of this group in relation to addictive behavior. However, some reduction in Stage 3 - Approval Seeking was achieved, with an increase in Stage 6 - Universal/Ethical/Principle as well as in M - the validity scale - which indicates a gain in honesty in answering questions on the Defining Issues Test.

Table 6

Mean Scores on Counseling Instruments for Group 3

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Life Purpose Questionnaire	15	13.5333	14.2667	7.333	3.240
Short Sensation Test	14	5.7857	4.0714	-1.7143	5.341
MacAndrew Test	15	23.0000	27.8000	4.8000*	7.331
Defining Issues Test					
Stage 2	13	11.7615	11.3462	-.4154	7.547
Stage 3	13	27.8769	24.9308	-2.9462	14.451
Stage 4	13	30.8692	31.6923	.8231	12.973
Stage 5	13	14.1846	15.6846	1.5000	6.583
Stage 6	13	2.9154	4.3000	1.3846	4.889
A	13	5.4846	5.4923	.0077	8.659
M	13	6.6308	5.3615	-1.2692	5.446
P	13	17.1385	19.8308	2.6923	7.022

*Significant at the .05 level

Table 7 shows significant gains for Group 4 on the SAT Comprehension and Spelling measures ($p < .05$ and .01, respectively). Table 8 reveals that all physical measures showed significant gains as well. No significant gains were observed on the counseling measures (see Table 9).

Table 7

Mean Scores on Educational Variables form the Stanford Achievement Test for Group 4

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Vocabulary	15	4.8867	5.4000	.5133	1.813
Comprehension	15	4.9867	6.2600	1.2733*	2.104
Mathematics	15	6.7467	7.6000	.8533	1.724
Spelling	15	5.8933	7.4667	1.5733**	2.010
English	15	5.2830	6.0733	.7933	2.044

*Significant at .05 level
**Significant at .01 level

Table 8

Mean Scores on Physical Training for Group 4

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
1 1/2 Mile Run	14	13:08	11:27	-1:41*	2:29
Sit-ups	15	40.1333	66.1333	26.0000**	11.364
Pull-ups	15	5.8667	10.8667	5.0000**	5.490

*Significant at .05 level
**Significant at .01 level

Table 9

Mean Scores on Counseling Instruments for Group 4

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Life Purpose Questionnaire	15	12.5333	13.1333	.6000	3.814
Short Sensation Test	15	4.8000	4.2000	-.6000	1.502
MacAndrew Test	15	28.2667	30.3333	2.0667	3.990
Defining Issues Test					
Stage 2	15	10.1933	12.4000	2.2067	6.218
Stage 3	15	27.5533	23.0067	-4.5467	10.827
Stage 4	15	31.4800	35.3267	3.8467	14.454
Stage 5	15	13.0600	14.1800	1.1200	13.195
Stage 6	15	3.6400	4.8600	1.2200	5.129
A	15	6.5200	4.0867	-2.4333	6.635
M	15	6.3000	5.0733	-1.2267	6.186
P	15	16.7133	19.0400	2.3267	13.983

Group 5 exhibited improvement in only one phase of the academic program. A solid gain on the SAT English test was observed, though not statistically significant. Table 11 shows the significant gains in the 1 1/2 mile run, sit-ups, and pull-ups, which comprise the physical phase of the program. No significant gains were observed on the counseling measures (see Table 12).

Table 10

Mean Scores on Educational Variables from the Stanford Achievement Test for Group 5

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Vocabulary	14	5.5143	4.8643	-.6500	1.775
Comprehension	14	4.7500	5.6500	.9000	2.673
Mathematics	14	6.8357	7.0785	.2429	1.736
Spelling	14	6.7786	6.8071	.0285	2.316
English	14	5.6286	6.7786	1.1500	2.121

Table 11

Mean Scores on Physical Training for Group 5

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
1 1/2 Mile Run	13	14:10	12:30	-1:40**	1:53
Sit-ups	14	57.6429	66.4286	8.7857*	13.250
Pull-ups	14	8.9286	17.1429	8.2143*	12.257

*Significant at .05 level
**Significant at .01 level

Table 12

Mean Scores on Counseling Instruments for Group 5

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Life Purpose Questionnaire	14	12.1429	12.3571	.2143	3.118
Short Sensation Test	13	5.6923	4.8462	-.8462	1.908
MacAndrew Test	13	29.7692	29.9231	.1538	4.758
Defining Issues Test					
Stage 2	14	8.3214	8.8929	.5714	7.121
Stage 3	14	24.5571	28.2071	3.6500	10.454
Stage 4	14	30.6071	29.8429	-.7643	9.566
Stage 5	14	18.2786	17.7929	-.4857	10.540
Stage 6	14	5.5643	3.5571	-2.0071	5.908
A	14	4.6143	5.5857	.9714	7.356
M	14	8.1857	7.4714	-.7143	8.533
P	14	23.8714	19.8071	-4.0603	10.758

For Group 6 there were no significant gains on the academic measures (see Table 13). Again, the physical phase of the program showed significant improvement. On not only sit-ups and pull-ups (see Table 14), but for the first time for any group in the program there was significance on the Defining Issues Test's Stage 3 and P-Scale (see Table 15).

Table 13

Mean Scores on Educational Variables form the Stanford Achievement Test for Group 6

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Vocabulary	14	5.2929	5.4571	.1643	.720
Comprehension	14	5.3429	5.8929	.5500	1.990
Mathematics	14	7.0571	7.7357	.6786	1.320
Spelling	14	6.8143	7.3857	.5714	2.455
English	14	4.9357	5.4643	.5286	2.381

Table 14

Mean Scores on Physical Training for Group 6

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
1 1/2 Mile Run	15	12:15	12:36	0:21	2:15
Sit-ups	15	59.6667	73.8667	14.2000**	9.923
Pull-ups	15	9.6667	14.4000	4.7333**	3.654

**Significant at .01 level

Table 15

Mean Scores on Counseling Instruments for Group 6

Variable	No. of Subjects	Mean Pretest	Mean Posttest	Mean Gain Score	S.D.
Life Purpose Questionnaire	15	12.0000	12.0000	.0000	3.665
Short Sensation Test	15	4.8000	4.7333	-.0667	1.710
MacAndrew Test	15	27.4667	29.6000	2.1333	4.307
Defining Issues Test					
Stage 2	15	7.0733	9.2933	2.2200	5.823
Stage 3	15	28.6267	21.4267	-7.2000**	7.975
Stage 4	15	33.6333	34.6400	1.0067	9.088
Stage 5	15	13.8333	19.0400	-5.2067	9.841
Stage 6	15	5.7400	6.8533	1.1133	9.001
A	15	3.3200	4.2933	.9733	5.650
M	15	7.5400	4.0067	-3.5333	7.172
P	15	19.5733	26.2267	6.6533*	8.967

*Significant at .05 level
**Significant at .01 level

Findings

A major finding from analyzing the data for the five groups of subjects was that an initial profile emerged. The typical participant was a 16-year-old black youth, whose educational level was the 9th grade, who was enrolled in school, who was from a single parent family, who had siblings, who had had an average of 3.7 arrests before being arrested and assigned to Project About Face for selling cocaine, and who was not using cocaine at the time of arrest.

Involvement in the academic program produced significant change in comprehension and mathematics for Group 2; vocabulary, comprehension, and mathematics for Group 3; and comprehension and spelling for Group 4. It also produced improved performance in the three physical exercises (distance run, sit-ups, and pull-ups) for Groups 2, 4, and 5; the distance run and pull-ups for Group 3; and sit-ups and pull-ups for Group 6.

Involvement in the counseling component of the program produced significant changes in performance on the MacAndrew Test for Group 3 and on two phases of the Designing Issues Test for Group 6: Stage Three (Approval Seeking) and P (Principled Thinking). Gain scores for the MacAndrews Test and Approval Seeking were negative, indicating a positive effect on the groups. Gain on Principled Thinking was also positive.

Recidivism for the groups reached a total of 24. Students recidivated for curfew violations, assault, car theft, selling cocaine, aggravated rape, and murder. They were rearrested, incarcerated, and withdrawn from the project. The rate of recidivism for this population (32%) is about the same as the rate for groups not in a program of this nature.

Conclusions

It seems that the project is succeeding in improving the physical performance of the participants. Perhaps this is not too difficult a task when one considers several factors: incarceration, requirement for exercise activity, the previous military experience of the instructors, and the physical condition of the participants before incarceration. A further measurement of their performance on posttest 2 will help to determine whether the regimen practiced in incarceration is followed during aftercare.

There seems to be some success in improving scores on the variables relating to academic achievement. Three groups improved significantly in comprehension, two in mathematics, one group in vocabulary, and one in spelling.. Means for all academic variables increased for all groups, except for one instance (vocabulary for Group 6). It is a possible comment on the use of "street language" for much of "communication," in preference to more precise, standardized English. A limited vocabulary can hamper the use and understanding of English as well as preclude the learning of additional vocabulary.

There seems to be a lack of success in achieving change as measured by the instruments used with the counseling component. While it is evident that some shifts in attitudes have taken place, gains of a significant degree are not evident for this aspect of the project, except for Group 3 and Group 6. Perhaps this is because of the need for more time to change affective behaviors, to spend on situational ethics, to discuss moral questions, or to involve participants in the development of intrinsic values, applying less external pressure to achieve perceived and predetermined values. The change in Group 3 might imply that there was a greater honesty when responding to the pretest. The change for Group 6 might indicate a maturation on the part of the instructional staff

resulting from lack of success in achieving significance on any counseling variables for Groups 2, 4, and 5.

Recidivism is taking place at a rate almost equal to groups not in programs such as this one, which is not a result anticipated by staff members. This status might indicate a need for changes in emphases, from a strong dependence on physical training to an ongoing method of evaluating progress while students are at the military complex.

Recommendations

Most projects of this nature have loops for the feedback and implementation of constructive suggestions; indeed, observation of records and conversations with project personnel indicate that modifications of program emphases are taking place with regularity. Given this condition, it is recommended that project personnel consider spending less time on physical training for participants inasmuch as change is more easily and sooner gained in this program area than in the other areas. Project personnel could spend more time in instruction on basic spelling, English, and vocabulary if there is an intent to increase performance on these three variables, and/or they are considered to be essential to increased comprehension and mathematics. Project personnel might reduce the number of the instruments used in counseling in order to concentrate on fewer behavioral areas. The increased emphases on these selected variables might produce changes in participant performance. Intrinsically held values are often difficult to change or to teach, but the concentration on a few of them, either by direct or indirect reference, seems to offer a better possibility for change in participants.

If the rate of recidivism is to be reduced among this group of juvenile offenders, increased performance on measures of educational and physical ability

probably will not be sufficient to achieve this goal. An intrinsically assured value system would seem to be essential in achieving it. Therefore, increased emphasis on moral reconation training should take place.

If a profile of a successful participant can be developed ultimately, it should consist of all of the major elements in the project - physical, intellectual, and affective. This project has demonstrated a strong effort in achieving these goals. Analysis of additional data will reveal how far toward the goals the project has moved.

APPENDIX A

TEAM SCHEDULE

ABOUT FACE

Team Schedule

Team Cohort	Number	Start Residential	End Residential	End Aftercare
1	15	Mon 4 Feb 91	Fri 29 March 91	Fri 13 Sept 91
2	15	Wed 6 March 91	Fri 3 May 91	Fri 18 Oct 91
3	15	Wed 3 April 91	Fri 31 May 91	Fri 15 Nov 91
4	15	Wed 8 May 91	Fri 5 July 91	Fri 20 Dec 91
5	15	Wed 5 June 91	Fri 2 Aug 91	Fri 17 Jan 92
6	15	Wed 10 July 91	Fri 6 Sept 91	Fri 21 Feb 92
7	15	Wed 7 Aug 91	Fri 4 Oct 91	Fri 20 March 92
8	15	Wed 11 Sept 91	Fri 8 Nov 91	Fri 24 April 92
9	15	Wed 9 Oct 91	Fri 6 Dec 91	Fri 22 May 92
10	15	Wed 13 Nov 91	Fri 10 Jan 92	Fri 26 June 92

APPENDIX B

INSTRUMENTS USED IN COUNSELING DATA COLLECTION

MACANDREW TEST

Name: _____ Date: _____

Read each of the following questions and decide if it is basically TRUE for you or FALSE for you. Circle TRUE or FALSE for each item. Don't spend too much time on any one item.

1. True False - I have used alcohol excessively.
2. True False - I have used alcohol moderately (or not at all).
3. True False - I have had periods in which I carried on activities without knowing later what I had been doing.
4. True False - I have never been in trouble with the law.
5. True False - I have not lived the right kind of life.
6. True False - I like to cook.
7. True False - I sweat very easily even on cool days.
8. True False - My parents have often objected to the kind of people I went around with.
9. True False - I played hooky from school quite often as a youngster.
10. True False - I would like to wear expensive clothes.
11. True False - As a youngster I was suspended from school one or more times for cutting up.
12. True False - While in trains, busses, etc., I often talk to strangers.
13. True False - I pray several times each week.
14. True False - I deserve severe punishment for my sins.
15. True False - I have had blank spells in which my activities were interrupted and I did not know what was going on around me.
16. True False - I have a cough most of the time.
17. True False - I do not like to see women smoke.
18. True False - My table manners are not quite as good at home as when I am out in company.
19. True False - I have few or no pains.
20. True False - I do many things which I regret afterwards (I regret things more or more often than others seem to).
21. True False - I like to read newspaper articles on crime.
22. True False - I am worried about sex matters.
23. True False - My soul sometimes leaves my body.
24. True False - Christ performed miracles such as changing water into wine.
25. True False - I know who is responsible for most of my troubles.
26. True False - The sight of blood neither frightens me nor makes me sick.
27. True False - I cannot keep my mind on one thing.
28. True False - In school I was sometimes sent to the principal for cutting up.

SHORT SSScale

Name:_____ Date:_____

Read each of the pairs statements below (A & B) and then decide which of the two statements you most agree with. Circle the letter (A or B) of the statement you agree with. Please note that there are no right or wrong answers.

1. A. I can't wait to get into the indoors on a cold day.
   B. I am invigorated by a brisk, cold day.

2. A. I would like to hitchhike across the country.
   B. Hitchhiking is too dangerous a way to travel.

3. A. I would like to go water-skiing.
   B. I would not like to go water-skiing.

4. A. I can't stand watching a movie that I've seen before.
   B. There are some movies I enjoy seeing a second or even a third time.

5. A. I would not like to learn to fly an airplane.
   B. I would like to learn to fly an airplane.

6. A. A person should have some sexual experience before marriage.
   B. It's better if two married persons begin their sexual experience with each other.

7. A. There is altogether too much portrayal of sex in movies.
   B. I enjoy watching many of the "sexy" scenes in movies.

8. A. People who ride motorcycles must have some kind of an unconscious need to hurt themselves.
   B. I would like to drive or ride a motorcycle.

9. A. I would like to go scuba diving.
   B. I prefer the surface of the water to the depths

10. A. I enjoy spending time in the familiar surroundings of home.
    B. I get very restless if I have to stay around home for any length of time.

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M - TEST

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Directions: Read the statements below and on the back of this sheet. If you agree with the statement place a check mark in the block marked "yes." If you disagree with the statement, place a check in the block marked "no." If you can't decide or are not sure, place a check mark in the "Can't Decide" box.

		YES	NO	CAN'T DECIDE
1.	There are times I want to swear.			
2.	Most people lie, cheat, and steal.			
3.	If I could make the laws, things would be better.			
4.	Sometimes I am not certain about anything.			
5.	Even when I don't want to, I seem to hurt other people.			
6.	I have no real identity.			
7.	My job or my work forms my identity.			
8.	Many people want me to be successful.			
9.	I am responsible for everything that happens in my life.			
10.	Sometimes I don't do things exactly when I should.			
11.	There have been times that I've had to betray my friends or family.			
12.	I sometimes get angry because some laws are unfair.			
13.	I really don't know what will make me happy.			
14.	I recently became aware of the many people that I have hurt.			
15.	Sometimes I feel like I am not connected to the world.			
16.	I have chosen a direction in my life.			
17.	I have trouble meeting my day-to-day deadlines.			
18.	I enjoy my work: in fact, it really isn't work.			
19.	There are times that I laugh at dirty jokes.			
20.	I am a victim of society or my parents.			
21.	When things aren't right, I let people know by arguing.			
22.	Sometimes I am uncertain that life has a purpose or meaning.			
23.	Many accidents seem to happen to me.			
24.	I am just now beginning to understand how the world works.			
25.	I have firmly committed to my goals but sometimes feel I might fail.			
26.	Sometimes I feel like I rush from one important deadline to another			
27.	I seem to get everything I need as soon as I need it.			
28.	There are times that I pass rumors along that I have heard			
29.	I often pretend or act.			
30.	I know how society should be.			
31.	I sometimes think that no one can be trusted.			
32.	I feel guilty about the many people I have hurt.			
33.	I do not have a firm sense of who I am.			
34.	I think about taking shortcuts because I have so much to do			
35.	I am certain I will be successful			
36	I really care about people - all people, not just my family			

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	YES	NO	CAN'T SAY
37. There are times that I get angry.			
38. I make my decisions by the amount of pleasure or pain involved.			
39. I often feel like the rules of society are against me.			
40. I am usually uncertain about my life's purpose.			
41. I am responsible for the things I have done to hurt other people.			
42. I feel like I have little control over where I am heading in life.			
43. I usually make a full effort because I don't want to fail.			
44. I feel a satisfaction in setting and reaching new goals.			
45. I feel some responsibility for the many people who are starving.			
46. There are some people that I don't like.			
47. I have lied or stolen from members of my family in the past 2 years.			
48. I find it hard to adjust to new situations.			
49. There is probably no right direction for me to take in life.			
50. I seem to hurt myself over and over.			
51. There are times I feel left out of things.			
52. I see mistakes as learning experiences in life.			
53. My mistakes are lessons in reality.			
54. I respect most of the people who give me problems.			
55. There are times that I'd rather not tell what I'm thinking about.			
56. I often feel jealousy or hatred toward others.			
57. I complain as much as I have to when things aren't right.			
58. I am uncertain about what direction to take in life.			
59. I drink or do drugs more than I should.			
60. Successful people usually have lucky breaks.			
61. My goals in life give me a sense of risk or danger.			
62. Everything that happens to me is created by me.			
63. My conscience determines what I do.			
64. When I play games like cards, checkers, or pool, I like to win.			
65. People who seem to be happy are usually pretending.			
66. I get frustrated at the many barriers in the path of my success.			
67. There is nothing in my life right now.			
68. I often eat too much or don't exercise like I know I should.			
69. I am just now beginning to set goals.			
70. Many people know what my goals are.			
71. I feel a constant urge to get things done.			
72. I believe in giving others their freedom.			

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OPINIONS ABOUT SOCIAL PROBLEMS

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right or wrong. There are no "right" answers in the way that there are right answers to math problems. We would like you to tell us what you think about several problem stories.

In this questionnaire you will be asked to give your opinions about several stories. Here is a story as an example.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. Below there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in directing what car to buy?

NAME _____ AGE _____ DATE _____

MALE ___ FEMALE ___ NAME OF INSTITUTION _____

GROUP TAKING THIS TEST _____

LAST GRADE COMPLETED _____ LAST SCHOOL _____

Instructions for Part A: (Sample Question)

On the left hand side check one of the spaces by each statement of a consideration.(For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right.)

IMPORTANCE:

Great	Much	Some	Little	No		
				x	1.	Whether the car dealer was in the same block as where Frank lives.(Note that in this sample, the person taking the questionnaire did not think this was important in making a decision.)
x					2.	Would a used car be more economical in the long run than a new car.(Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car.)
		x			3.	Whether the color was green, Frank's favorite color.
				x	4.	Whether the cubic inch displacement was at least 200.(Note that if you are unsure about what "cubic inch displacement" means, then mark it "no importance.")
x					5.	Would a large, roomy car be better than a compact car.
				x	6.	Whether the front connibilies were differential.(Note that if a statement sounds like gibberish or nonsense to you, mark it "no importance.")

Instructions for Part B: (Sample Question)

From the list of questions above, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your 2nd, 3rd and 4th most important choices.(Note that the top choices in this case will come from the statements that were checked on the far left-hand side- statements #2 and #5 were thought to be very important. In deciding what is the most important, a person would reread #2 and #5, and then pick one of them as the most important, then put the other one as "second most important," and so on.)

MOST	2ND MOST IMPORTANT	3RD MOST IMPORTANT	4TH MOST IMPORTANT
5	2	3	1

HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

_____Should steal it ____Can't decide _____Should not steal it

IMPORTANCE:

Great	Much	Some	Little	No		
					1.	Whether a community's laws are going to be upheld.
					2.	Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
					3.	Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4.	Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
					5.	Whether Heinz is stealing for himself or doing this solely to help someone else.
					6.	Whether the druggist's rights to his invention have to be respected.
					7.	Whether the essence of living is more encompassing than the termination of dying, socially and individually.
					8.	What values are going to be the basis for governing how people act towards each other.

Great	Much	Some	Little	No	
					9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
					10. Whether the law in this case is getting in the way of the most basic claim of any member of society.
					11. Whether the druggist deserves to be robbed for being so greedy and cruel.
					12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most important _____ Second most important _____

Third most important _____ Fourth most important _____

STUDENT TAKE-OVER

At Harvard University a group of students, called the Students for a Democratic Society (SDS) believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that he wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building?

___Yes, they should ___Can't decide ___No, they shouldn't

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it just for kicks?
					2. Do the students have any right to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled from school?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limits of his authority in ignoring the faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?

Great	Much	Some	Little	No		
					8.	Would allowing one student take-over encourage many other student take-over?
					9.	Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative.
					10.	Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11.	Are the students following principles which they believe are above the law?
					12.	Whether or not university decisions ought to be respected by students.

From the list of questions above, select the four most important:

Most important _____ Second most important _____

Third most important ____ Fourth most important _____

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

___ Should report him ___ Can't decide ___ Should not report him

IMPORTANCE:

Great	Much	Some	Little	No		
					1.	Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
					2.	Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
					3.	Wouldn't we be better off without prisons and the oppression of our legal systems?
					4.	Has Mr. Thompson really paid his debt to society?
					5.	Would society be failing what Mr. Thompson should fairly expect?
					6.	What benefits would prisons be apart from society, especially for a charitable man?
					7.	How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
					8.	Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?
					9.	Was Mrs. Jones a good friend of Mr. Thompson?
					10.	Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?

Great	Much	Some	Little	No	
					11. How would the will of the people and the public good best be served?
					12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most important ____ Second most important _____

Third most important ____ Fourth most important _____

THE DOCTOR'S DILEMMA

A lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway.

What should the doctor do? (Check one)

____He should give the lady an overdose that will make her die

____Can't decide

____Should not give the overdose

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the woman's family is in favor of giving her the overdose or not.
					2. Is the doctor obligated by the same laws as everybody else if giving her an overdose would be the same as killing her.
					3. Whether people would be much better off without society regimenting their lives and even their deaths.
					4. Whether the doctor could make it appear like an accident.
					5. Does the state have the right to force continued existence on those who don't want to live.
					6. What is the value of death prior to society's perspective on personal values.
					7. Whether the doctor has sympathy for the woman's suffering or cares more about what society might think.
					8. Is helping to end another's life ever a responsible act of cooperation.
					9. Whether only God should decide when a person's life should end.
					10. What values the doctor has set for himself in his own personal code of behavior.

Great	Much	Some	Little	No	
					11. Can society afford to let everybody end their lives when they want to.
					12. Can society allow suicides or mercy killing and still protect the lives of individuals who want to live.

From the list of questions above, select the four most important:

Most important ____ Second most important _____

Third most important _____ Fourth most important _____.

WEBSTER

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against Orientals, he was afraid to hire Mr. Lee because many of his customers didn't like Orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee.

What should Mr. Webster have done? (Check one)

___Should have hired Mr. Lee___Can't decide___Should not have hired him

IMPORTANCE:

Great	Much	Some	Little	No		
					1.	Does the owner of a business have the right to make his own business decisions or not?
					2.	Whether there is a law that forbids racial discrimination in hiring for jobs.
					3.	Whether Mr. Webster is prejudiced against orientals himself or whether he means nothing personal in refusing the job.
					4.	Whether hiring a good mechanic or paying attention to his customers' wishes would be best for his business.
					5.	What individual differences ought to be relevant in deciding how society's roles are filled?
					6.	Whether the greedy and competitive capitalistic system ought to be completely abandoned.
					7.	Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
					8.	Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost to society.

Great	Much	Some	Little	No	
					9. Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?
					10. Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mr. Lee?
					11. Whether the Christian commandment to love your fellow man applies in this case.
					12. If someone's in need, shouldn't he be helped regardless of what you get back from him?

From the list of questions above, select the four most important:

Most important _____ Second most important _____

Third most important _____ Fourth most important _____

NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

____Should stop it ____Can't decide ____Should not stop it

IMPORTANCE:

Great	Much	Some	Little	No		
					1.	Is the principal more responsible to students or to the parents?
					2.	Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time.
					3.	Would the students start protesting even more if the principal stopped the newspaper?
					4.	When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5.	Does the principal have the freedom of speech to say "no" in this case?
					6.	If the principal stopped the newspaper would he be preventing full discussion of important problems?

Great	Much	Some	Little	No	
					7. Whether the principal's order would make Fred lose faith in the principal.
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgements?
					10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most important _____ Second most important _____

Third most important _____ Fourth most important _____

APPENDIX C

DATA LOG TREATMENT GROUP

Data Log
Treatment Group

Name_____ Date _____

File_____ Cohort _____

Pretest_____ Post-test 1_____ Post-test 2_____

I. Education

A. Vocabulary _____ D. Spelling _____

B. Comprehension_____ E. English _____

C. Mathematics _____

II. Physical Training

A. 1 1/2 mile _____

B. Sit-ups _____

C. Pull-ups _____

III. Counseling

A. LPQ _____ D. DIT

B. SSS _____ Stage 2_____

C. MacAndrew _____ Stage 3_____

Stage 4_____

Stage 5_____

Stage 6_____

A _____

M _____

P _____

IV. Behavioral Adjustment

A. Total Merits _____

B. Total Spent _____

C. Total Demerits _____